



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 6

Topic 2 - Strategic Skill: Evaluating Information Quality

Stage 1 - Desired Results

Established Goals:

- Students evaluate information quality (e.g., accuracy, relevance, fact, fiction, primary or secondary source, point of view, embedded values of author). (SS 1:8.2)

Understandings:

- Students understand ways to determine the accuracy of information (finding errors by reading and comparing, finding inconsistencies or variations in facts). (Review)
- Students understand information relevance; that is, how does the information which was found relate to the information needed. (Review)
- Students understand the differences between fiction and fact. (Review)
- Students know differences between primary and secondary sources, and identify relevant primary and secondary sources in the context of learning about MT Indians.
- Students identify the point of view(s) in fiction and non-fiction selections, including information about MT Indians.
- Students identify the embedded values of authors in fiction and non-fiction selections, including information about MT Indians.

Essential Questions:

- How can we determine whether the facts we find or hear are accurate?
- Does the information we find relate to the information we need? How important is it?
- How can we determine the difference between fiction and facts?

Students will know...

- Good readers evaluate the information they find, and decide whether it is accurate. (SS GLE 1.2, ML 1.4.4, RDG GLE 3.2)
- Accuracy of information is essential.
- Good readers identify the points of view in a story or narrative; knowing the point(s) of view helps the reader to understand where the information is coming from.
- Good readers can identify first-person point of view; in a first person point of view, one character in the story usually tells the story.
- Good readers identify stories/narratives written from the third-person point of view; this is a story or narrative told by a narrator/observer outside the story.
- Good readers identify and evaluate the author's point of view as a part of determining the author's embedded values.

Students will be able to...

- Read information to verify facts for accuracy. They can detect errors, inconsistencies, and list only the accurate facts found about a particular event or person.
- Determine the relevance of information they find, evaluating it to determine whether it should be included in a report.
- Identify the point of view of a story/narrative, including first-person point of view and third-person point of view. [basic level]
- As a classroom group, and with teacher assistance, critique for an author's embedded values. [basic level]
- Keep a notebook or log of new words, ideas, and notes, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student evaluates information quality—accuracy, usefulness, fact/fiction.
- Students utilize student rubrics to gauge their own performance.
- Students, given passages and brief narratives, can detect errors, inconsistencies, accurate facts, inaccuracies, information relevance, points of view, and embedded values of authors. (Frequent checks through reading, listening, informational research).

Other Evidence:

Stage 3 - Learning Plan

Vocabulary/Concepts:

- NEW: Primary Sources, Secondary Sources, Point of View, Embedded values of authors.
- REVIEW: stereotypes, biases

Background:

These are pivotal skills for grade six students. These skills lay the foundation for understanding and appropriately utilizing primary and secondary documents.